Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT TIMPANOGOS ACADEMY February 13, 2006

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Timpanogos Academy on October 25, 2005, included student record review, interviews with school administrators, related service professionals, teachers, parents, and students. Information from these data sources was shared in an exit meeting attended by staff from Timpanogos Academy and members of the Steering Committee.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Timpanogos Academy has qualified personnel available to carry out Part B of IDEA or contracts with qualified personnel if they are not on staff when needed.
- Caseloads of special education personnel are within state limits.
- Timpanogos Academy has safeguards in place to assure the confidentiality of personally identifiable information.
- Timpanogos Academy has a system for managing regular education interventions prior to referral for special education evaluation, which includes training to general education teachers.
- School climate was friendly and orderly, with student artwork prominently displayed in the hallways.
- Students expressed great satisfaction and learning from special education services and stated that they felt included throughout the school.
- Special education files were very well organized.
- Referral forms were complete and present in all reviewed files.
- Steering committee was highly representative of school, including parents, board members, general education teachers, special education teachers, and school administrators.

Parent Involvement

- In general, parents were pleased with the special education services provided at Timpanogos Academy.
- Parents are involved in the decision making process.
- Files contained signed parental consents for special education evaluations.
- Procedural Safeguards provided to parents and documented within special education files.
- Special education services are provided at times when students will not miss access to general education curriculum classes.
- Parents feel that the school personnel are accessible, willing to listen to them, reinforce the positive, and make changes as needed.
- Parents report receiving copies of IEPs. This was also verified by the file review data.
- The parent focus group was a sincere sharing of positive experiences and concerns. Parents were well-informed and pleasant in discussing their views of the special education program.
- Parents participate in IEP meetings as shown by their signatures and verbal reports at the parent focus group.

Free Appropriate Public Education in the Least Restrictive Environment

- Special education students are given a free appropriate public education.
- Students with disabilities are served in the least restrictive environment to meet their needs.

- Current IEPs were found in special education files.
- Strong school administrator knowledge of special education process adds to strength of inclusionary vision.
- Timpanogos Academy has a school-wide focus on meeting the individual needs of all students.
- Correlation was found between testing accommodations and program modifications listed in IEPs.
- Very few instances of problem behavior resulting in a need for disciplinary procedures and consequences.

Transitions

Timpanogos Academy does not have students of transition age at this time.

Disproportionality

- This area was included under General Supervision during UPIPS 2004-2005.
- School ethnicity and disability rates are comparable to state rates and charter school enrollment.
- Timpanogos Academy reported no suspension/expulsions for longer than 10 days during the 2004-2005 school year.

Areas of Systemic Noncompliance*

- ✓ Pre-Referral Interventions forms did not document at least 2 classroom interventions implemented before referral.
- ✓ Ensure that all evaluation, eligibility, and IEP documentation is completed following IDEA, Utah Special Education Rules, and charter school policies and procedures.
- ✓ Off-Site Data not all submitted/in compliance: forms, evaluation materials, history of failed classroom interventions, IEE, Paraeducator job roles, listing of surrogate parents and designated psychological examiners.
- ✓ Copies to parents of Evaluation Consent form not documented. Copies to parents of Review of Existing Evaluation Data form not documented. Copies to parents of Evaluation Summary Reports not documented.
- ✓ Notice of Meeting for IEP meetings present, but missing information. Notice of Meeting for annual review of placement meetings present, but missing information. Notice of Meeting for Eligibility meeting missing or incomplete.
- ✓ Review of Existing Evaluation missing.
- ✓ Eligibility Determination did not document participation by regular education teacher.
- Evaluation Procedures not followed. Evaluation Procedures not followed in that students were not
 assessed in all areas related to suspected disability and sufficiently comprehensive to identify
 needs.
- ✓ IEP PLAAFP statements did not include how the disability affects involvement/progress in the general curriculum. IEP PLAAFP statements did not include baseline data. IEP did not contain measurable goals. IEP goals did not address all areas of need.
- ✓ Placement decisions blank.
- ✓ Timelines for placement review exceeded.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.